

# Backwell Out Of School Club

Inspection report for early years provision

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**Unique reference number**

EY399196

**Inspection date**

29/03/2010

**Inspector**

Carol Cox

**Setting address**

West Leigh County Infant School, Westfield Drive,  
Backwell, BRISTOL, BS48 3NG

**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Backwell Out Of School Club opened in 2009. It operates from the premises of West Leigh Country Infant School, Backwell, Bristol. Children have access to a large playroom and other facilities within the school. There are fully enclosed areas for outside play. The setting opens after school from 3.15pm to 6.00pm during term time and 8.30am to 6.00pm during holiday time.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight years may attend the club at any one time. Children in the later years, up to age 11 also attend the club. There are currently nine children in the early years age group on roll.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the out of school club where staff have a good understanding of how to meet their needs after a busy day at school. Staff are well qualified and have a good knowledge of child development. They build successful relationships with parents and other providers to ensure the individual needs of each child are met. Although a formal system for self-evaluation is still evolving staff have monitored the quality of their provision and have already taken action to improve, thus demonstrating good capacity for continuous improvement.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure there is an effective system in place to obtain written permission from parents before administering medication to children (Promoting good health) (also applies to both parts of the Childcare Register) 23/04/2010

To further improve the early years provision the registered person should:

- ensure toilet arrangements are suitable for all children who attend.

## The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively as all staff have a good understanding of child protection issues and rigorous policies and procedures protect children from unchecked individuals. There are good policies in place to make sure that children are only collected by authorised individuals. All visitors to the setting are asked to

identify themselves and their visits are detailed in the visitors' book. Children learn to be conscious of safety issues whilst still enjoying challenging activities. For example, when playing outside they understand that football games do not mix safely with bikes.

Staff are well qualified and have experience of planning to meet the needs of children after they have been in school all day. For example, there is always a well-balanced selection of activities on offer; children move freely from relaxing on soft furniture to energetic games in the adventure playground. A wide range of resources are made available to children who also feel confident to ask for alternatives.

Children learn to value others and the diversity of the wider community. They show great care for younger children or those who need help. The needs of each child are carefully considered and staff work closely with parents, the school and other agencies to identify and plan for the needs of each child. Therefore, each child is well supported and can fully enjoy their time at the club. Although the system to monitor and evaluate the quality of the provision is still evolving, staff have already identified areas for development and taken action to address these issues. For example, staff realised the need for stimulating and energetic physical play during the winter months and have bought an air hockey game. Children and parents regularly contribute their ideas and comments and will be fully involved in the formal self-evaluation process. Staff keep parents fully informed about the activities their children enjoy and their partnership is highly valued to ensure that the needs of each and every child are identified and met.

## **The quality and standards of the early years provision and outcomes for children**

Children thoroughly enjoy their time at the out of school club where they mix freely with their peers and older children and take part in a well-balanced programme of activities. They choose their own activities and discuss ideas for future sessions with staff. They contribute to the daily routines by helping staff clear away resources and enjoy good interactions with adults who enthusiastically join in child-initiated games. Children are confident and show a good sense of belonging, for example, when explaining how the snack table works. They learn to share their games and activities with others but are also happy to amuse themselves or concentrate on the book. Children behave very well and understand the simple rules they have agreed with staff. They are polite and caring towards each other whilst still enthusiastic and energetic in their play.

Key persons maintain records of children's progress and activities which they share with parents. Children have a good understanding of safety issues because staff talk to them about the needs of others. For example, they understand that they should not walk around with knives in their hands. Children understand the importance of good hygiene and enjoy healthy nutritious snacks and drinks. The individual dietary needs of the children are identified and recorded to ensure their safety. Children's independence is somewhat restricted because the toilets they use are some distance from the playroom and are mixed. The manager and staff

have identified the need to improve toileting arrangements as part of their self-evaluation. There is a system in place to record any medication administered, however, there is not yet a system in place to obtain written consent from parents before administering medication. This is a breach in welfare requirements.

There are very good opportunities for challenging physical exercise as the club has full use of the adventure playground and other outside areas of the school. The balance of activities on offer ensures that children develop good skills for the future, for example, they are competent in using technology. They learn how to play well with peers and to resolve difficulties themselves. They are active and curious learners and are enthusiastic in approaching new activities.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 23/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 23/04/2010